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ABSTRACT

Community-based learning (CBL) is a prevocational program that provides opportunities for career exploration. This publication outlines the particular adaptations that need to be made to the original CBL model to meet the needs of handicapped students. A flow chart of the CBL process and a CBL program overview are provided. CBL is then discussed as part of the total educational program for handicapped students. Staff development is considered, as are these topics regarding community resource development: selecting resource persons, orienting and analyzing resource sites, and developing the resource guide. Pre-enrollment activities and the referral process are also briefly described. Detailed descriptions follow of the adaptations regarding learning coordination for each task area: assessment, orientation to program, program sketch and project plan, phone calls and orientation visits, exploration sites, progress monitoring, credit assignment, group activities, and individual meetings. Coordination with the Special Education Department is touched upon and followed by suggestions for evaluation and data collection. Two case studies are provided. Appendixes, amounting to approximately two-fifths of the publication, include sample forms and instruments for CBL. (YLB)

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Community Based Learning
Adaptation for Handicapped Students

By Molly Graffam
and
Keith Bagley

Vocational Investigation
and
Placement Demonstration Project

1982

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SPECIAL ADAPTATIONS
FOR HANDICAPPED
STUDENTS IN COMMUNITY BASED LEARNING

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INTRODUCTION

The Community Based Learning (C.B.L.) Program for the handicapped has been in existence at Bonny Eagle High School for the better part of two school years. C.B.L. is one component of the comprehensive Vocational Investigation and Placement Project (V.I.P.) funded for the purpose of improving and developing services for handicapped* students at the secondary level. The project is focused on assisting handicapped students to attain pre-vocational, vocational and career-employability skills in order that they are better insured of becoming satisfied and productive members of society. The project sought to accomplish this for handicapped students by providing appropriate vocational skills evaluations, career interest assessment, career exploration, pre-vocational skills development, entry in vocational training programs, referral to vocational rehabilitation and related agencies, relevant employment experiences, and general development of personal and social skills.

This publication deals specifically with Community Based Learning as one major and vital portion of the V.I.P. Project. The model for C.B.L., originally known as Experience Based Career Education (E.B.C.E.), was developed nationally through four educational laboratories, assisted by large amounts of

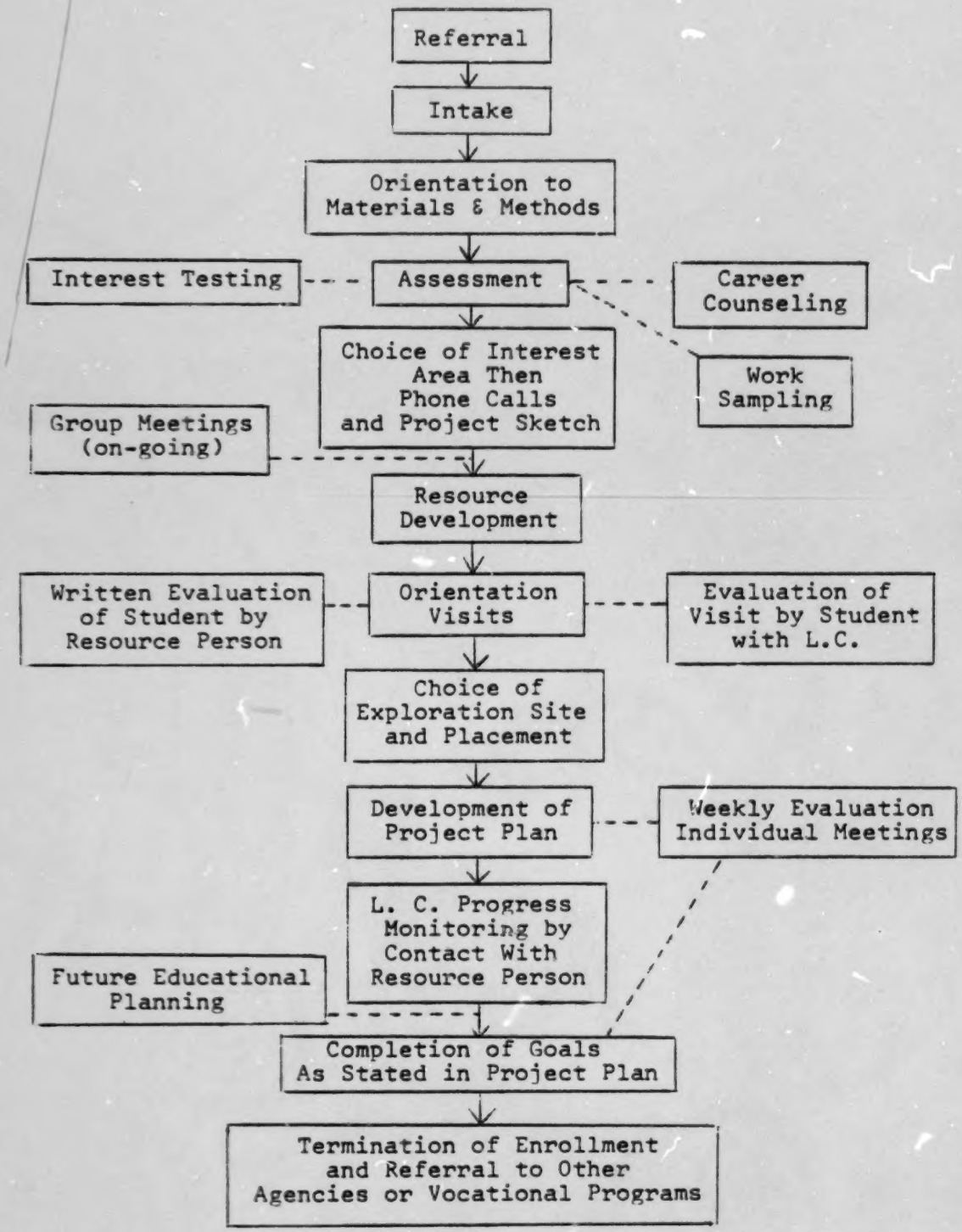
*Handicapping conditions generally include: hearing impaired, visually impaired, speech impaired, mentally retarded, orthopedically impaired, emotionally disturbed, learning impaired, health impaired or multi-handicapped.

federal funds through the National Institute of Education. The concept of E.B.C.E. was originally developed by Sidney Marland in 1971 - then United States Commissioner of Education. C.B.L. became a Maine localized model in the late '70's, derived from the Far West Laboratory E.B.C.E. model by state and local educators.

Community Based Learning is a pre-vocational program aimed at providing students with the opportunity to explore careers of interest, while at the same time gaining academic skills and credit. The program was originally designed for students of average academic ability, but has been seen to be of great value to students of all abilities.

It is the intention of this publication to outline, based on our experience, what particular adaptations need to be made to the original model to best meet the needs of handicapped students. This is <u>not</u> a training manual for C.B.L., but an overview of how the C.B.L. model might best be delivered to handicapped students, based on actual experiences.

FLOW CHART OF C.B.L. PROCESS


Referral
Intake
Orientation to Materials & Methods
Interest Testing
Assessment
Career Counseling
Work Sampling
Choice of Interest Area Then Phone Calls and Project Sketch
Group Meetings (on-going)
Resource Development
Written Evaluation of Student by Resource Person
Orientation Visits
Evaluation of Visit by Student with L.C.
Choice of Exploration Site and Placement
Development of Project Plan
Weekly Evaluation Individual Meetings
L. C. Progress Monitoring by Contact With Resource Person
Future Educational Planning
Completion of Goals As Stated in Project Plan
Termination of Enrollment and Referral to Other Agencies or Vocational Programs

C. B. L. PROGRAM OVERVIEW

1. C.B.L. (Community Based Learning) is an alternative educational program for students with special needs.

2. The purpose of C.B.L. is to place students in the community where they have an opportunity to explore the careers they are interested in through observation and participation in the working experiences of adults.

3. While in the program, students may acquire academic or elective credit in a chosen subject. Students continue with the traditional classroom curriculum in their other subject areas.

4. Not only does the student do career exploration and acquire academic credit, but he/she also develops knowledge and skills necessary for independent living. Students gain knowledge of their own interests, values, and abilities while developing time management skills, problem-solving, decision-making and communication skills.

5. C.B.L. is a structured program in which students' activities are monitored by program staff consisting of a Director, Learning Coordinator (L.C.), and a local Project Supervisor.

6. C.B.L. is an individual and flexible program. Students have the major responsibility for their programs. Resource Site personnel and the L.C. assist students with planning activities and accomplishing goals.

7. Resource Person and student determine the length of site involvement, project activities, and whether the Resource Person will evaluate the student's work.

8. Participation is voluntary on the part of the Resource Person, and the student in terms of job, scope, and duration.

9. The Resource Person is not expected to be a disciplinarian.

10. Ideally, a Resource Site offers three levels of learning activities:

    a. Orientation - Meet personnel, become familiar with Resource Site.

    b. Exploration - Observe and acquire skills.

    c. Investigation - Utilize skills and do in-depth study.

11. Students are covered by an insurance plan.

12. Students are not paid for their services - C.B.L. is a learning experience.

13. Since Resource Site activity is determined by student interest, a site may not be visited by a student for some time.

14. A Resource Guide is prepared by the L.C. or Resource Analyst, for use by interested students.

C.B.L. AS PART OF THE TOTAL EDUCATIONAL PROGRAM

C.B.L. experiences are more and more widely being viewed as extremely beneficial, and perhaps necessary, for the educational development of handicapped students. Because of the traditional way in which our society has treated and told us we should treat handicapped individuals, those youngsters are often protected and sheltered a great deal more than others. It is often felt that they should be guarded against the ridicule and failings that they may experience "out in the world". It is for precisely this reason that handicapped students need a learning experience like C.B.L. Such experiences are often the first that they have really been allowed to do on their own. In order for any person to become a productive and confident human, they must have experiences that are their very own. Praise by adults and success at self directed tasks can help the handicapped to see themselves in a different, more valuable way. Ideally, we profess that C.B.L. experiences should take place during the sophomore (10th. grade) year. At this time the student should have gained some exposure to career choices through career education sections or other classes in school. They have become adjusted to the high school pace, but still have the majority of their vocational training ahead of them. It is at this point that there needs to begin to be some clarity as to why they need to continue school, what training they need to get the desired job, and

to develop some self-motivation to get through it. Without any relevant motivation, many of them will not make it - especially handicapped students with an extra strike against them all of the way. Vocational school course selection is available to students during their junior and senior years, so an exploration period is needed to clarify that choice, if appropriate. Other courses of action that could be taken include business courses, college prep, co-op, etc., all of which are more solid choices when based on actual experience. C.B.L. students very often go in a different direction after the program than they thought they would before, saving potential lost time finding out that they made a wrong career choice.

The ideal progress as seen for the handicapped student (with some exceptions) is to:

1. Begin clarification of tentative career skills and interests through general exploration in junior high.
2. Test hands-on career skills through the work samples evaluation process, industrial arts, home economics, or other pre-vocational courses and begin to explore the reality of tentative career choices through the Guidance Information System (G.I.S.) career guidance system in the ninth grade.
3. In the tenth grade conduct C.B.L. career exploration/ investigation projects to clarify career direction (this could obviously be supplemented with other pre-vocational options).

4. At some point during the middle part of a handicapped student's high school career, those who may qualify should be referred to Vocational Rehabilitation for evaluation and beginning program planning. As is mentioned later in this publication, it may be important to involve Vocational Rehabilitation in the C.B.L. experiences of handicapped students.

5. Determine a career direction for which the remaining two years of high school will be used to prepare, either through vocational school, college prep, business courses, etc.

6. Having received appropriate training, the student is then ready for work, college, or advanced vocational school.

It is difficult to measure the benefit that this type of programming provides to a handicapped student. Perhaps most importantly, it provides them with the opportunity to find their way to success through a success-oriented educational program.

STAFF DEVELOPMENT

C.B.L. Training Session

In Maine, most C.B.L. programs have their staff trained at a week-long training seminar, run under the auspices of the North East Educational Consortium and the Maine Department of Educational and Cultural Services. Such training is necessary for all those to be involved prior to the implementation and practice of Community Based Learning.

The training design provides thorough and intensive training for teachers, administrators, and counselors desiring involvement in C.B.L. Roles of the Program Director, Learning Coordinator, and Resource Analyst are taught through instruction and group participation. Background information on the rationale and national origins of C.B.L. are covered on the opening day of the training. Next, the roles of the L.C. and Resource Analysts are discussed and role-played, with participants actually developing resource sites and writing project plans for students, to provide beginning expertise through the experiential mode.

On the final day of training, each group or individual is helped to develop an implementation plan according to their own situation. Participants are well-trained to implement a C.B.L. program at the close of the session.

Additional Consultations

Further staff development after this initial training session depends upon program funds and initiative of the staff.

A national C.B.L. Convention is held each year for individuals wishing to enhance their knowledge of how other programs are run, compared to their own.

Another valuable way to gather information is to visit other programs already existing around the state. This can provide the C.B.L. staff with a fresh outlook, new ideas, as well as a kind of support network. Consultation visits are highly recommended for self-development and appraisal of other C.B.L. staff members.

For information regarding training sessions, other programs, and conventions, contact the Maine State Department of Educational and Cultural Services.

COMMUNITY RESOURCE DEVELOPMENT

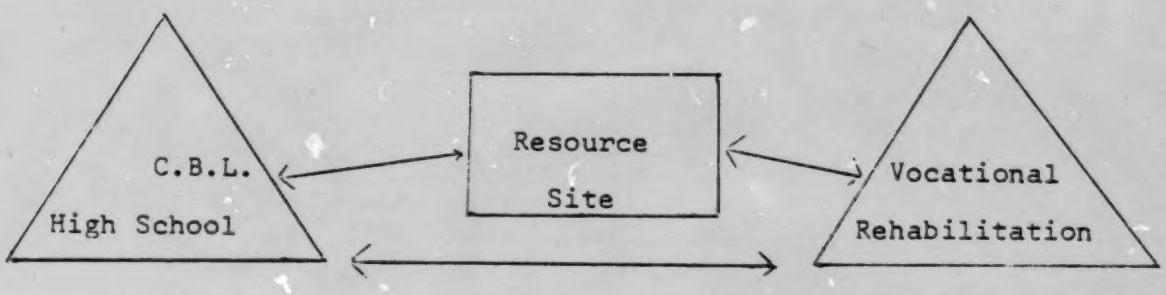
The process of Resource Development is a vital one to the success of any Community Based Learning Program. This is particularly true in the case of handicapped students, due to the fact that their needs are often so varied according to each individual's special condition.

At the resource sites, students get the opportunity to observe and participate in the working experiences of adults; working with adults in the community forms the core of students' C.B.L. program involvement. The school provides a place to share experiences and plan individual projects that best utilize the community resource, with the help and guidance of the Learning Coordinator. The goal is, through facilitation of a close relationship between student and adult community member, to provide experiences and involvement that can both motivate and educate. The success of this ideal is dependent on the careful selection and cultivation of resource persons.

Selecting Resource Persons

Resource persons can be located in a number of ways - through the student, student's parents, teachers in the school, the yellow pages, and through the assistance of local agencies and clubs. All of the sources generally can yield some information as to who might be a willing and valuable resource person.

One particularly valuable method for finding resource people who are well-oriented to the handicapped, would be to contact the Regional Office of Vocational Rehabilitation. Close cooperation between the school and Vocational Rehabilitation in utilization of community contacts could be particularly beneficial to both agencies. The school and C.B.L. could benefit by gaining resource persons and organizations who are well-oriented to the needs of the handicapped and would provide excellent sites for exploration. On the other hand, with the recent movement by Vocational Rehabilitation to begin career preparation services to handicapped clients while they are still in high school, C.B.L. would provide them with the ideal medium to do so. Then, based on the students' experiences in high school, Vocational Rehabilitation would have a much greater base of knowledge to assist them in placing students in a higher education or employment program. This could save Vocational Rehabilitation considerable time and trials.



Now that Vocational Rehabilitation has a cooperative

agreement with Special Education to attend the Pupil Evaluation Team (PET) meetings of all handicapped students who qualify for Vocational Rehabilitation Services, the mechanism for such collaboration is conveniently in place. Such team work may even reveal new employers to Vocational Rehabilitation out of the resource pool developed by C.B.L. The possibilities of cooperation and the improvement of services on both ends are great.

In addition to the most obvious and accessible agency, Vocational Rehabilitation, others such as the March of Dimes, and The National Association of Retarded Citizens, etc., may offer valuable assistance and information concerning the basic attitude of organizations and individuals in the community toward taking part in programs for the handicapped.

Orienting and Analyzing Resource Sites

It is necessary to take some extra time with the resource site person at the initial recruitment visit to carefully explain what the limitations of the students that may attend the site are, and how they might best be dealt with. It is especially important to detail the conditions of a student who is already interested in visiting the site - one perhaps, for whom the site is being initially developed. By carefully describing the individual student's strengths and limitations, the resource analyst is not only teaching the resource person about what to expect of and how to instruct

the student, but also helping the resource person develop an empathy for that student and his/her needs and desires. By providing some individual background, such as what has led to this career interest, and what the student could gain from this experience, the resource person will consider the student an individual with a set of needs, rather than one who is "handicapped" in the negative connotation that sometimes accompanies the term. This approach may help facilitate handicapped students to be viewed like other students, with strengths to work with and weaknesses to overcome in the learning process.

When orienting resource persons to students with handicaps, try to focus on the individual problem and how it can be overcome in that particular situation. For example, a hearing impaired student may not understand instruction while a power tool is running, or a person with a vision impairment may not be able to use any hazardous equipment, but should be restricted to the aspects of the job which are not dangerous, etc. By making the resource persons fully aware of the situation they are volunteering for beforehand, an uncomfortable situation for the resource persons and the student may be avoided. The resource analyst should also make resource persons aware that they do have the option of not dealing with a student if they absolutely do not feel

comfortable with the situation, as do students have the option about resource persons. Not every person nor resource site is suitable for every handicapped student, although a lot can be done to facilitate a satisfactory experience.

In analyzing the resource site for possible learning activities, the analyst should get into the habit of carefully noting any conditions that may be favorable or unfavorable to the learning and mobility of handicapped students, both specifically and generally. For example, what are the mobility features, what are the visual requirements, hearing requirements, strength requirements, etc., necessary to perform at the site? These notes may need to be included on the Resource Guide. Also on the Guide, it would be well to point out any feature about a particular site that may be well-suited to a particular handicap, such as a lot of sitting required, may be good for physically immobile persons.

When analyzing the site for specific learning activities, the resource developer should seek to list a wide variety of activities that could be performed by students of many different skill levels. Handicapped students are often at a low skill level and will need to have activities at which they can meet initial success to build their confidence, in order to progress to higher levels of accomplishement. An effort should be made to locate individual learning strengths of a student prior to developing a project plan with them, and to

attempt to formulate initial project goals which utilize and build on those strengths in the early part of the plan. Initial success often makes the difference between success and failure of a handicapped student who often has experienced a large degree of failure throughout school.

Developing the Resource Guide

In formulating the Resource Guide, the greatest key is developing some sample orientation and exploration activities which will serve to improve or expand the student's knowledge and use of basic skills. When listing sample learning activities that might be undertaken at a particular site, it should be constantly remembered that the objective for the student being at the site is to learn - not to be strictly a laborer. Any activity which will involve practice of basic skills - reading, writing, math, or will give the student some active, new knowledge of the career area being studied - is a valid learning activity. Sweeping the floor and taking out the garbage are generally not viewed as learning activities. However, many basic activities do serve as good learning exercises, if the student can formally describe the activity, what relationship it has to the running of the organization, what skills are needed to perform it, and how to improve those skills and apply them to other work activities there. Through creativity, many basic operations can be made into productive learning.

On the initial visit to develop a new resource site, it is a good idea to follow the Resource Guide Worksheet (Appendix I) to insure that all of the needed information is gained. Many specific details are needed, and it is very difficult to remember everything without this. As many notes as possible should be made on this sheet at the visit. These notes then provide the material to be contained in the Resource Guide (Appendix I), which details to the students the activities that are possible at each site, as well as some background on the resource person. Resource Guides intended for use by handicapped students should be kept in as simple language as possible, and even so, handicapped students may still need to be given assistance in reading and understanding the contents. Two alternatives which are recommended, in addition to the traditional Resource Guides are:

1. Taped Guides with accompanying pictures or slides, and
2. Photographic booklets about sites which the students make themselves with captions written in their own language, to be used by future students as a supplement to, or in place of, the traditional Resource Guide.

PRE-ENROLLMENT ACTIVITIES

As a result of discussions with other Learning Coordinators of special needs students, reading of reports from other programs dealing with handicapped students, and our own experiences, it has become apparent that "pre-enrollment" activities can be very valuable in preparing the special needs students the semester before they actually enroll in the C.B.L. program. These activities would include some form of interest and abilities assessment, such as a Work Samples Evaluation and the Guidance Information System (G.I.S.) computer, as well as a few preliminary phone calls and orientation visits. This necessitates getting all of the preliminary paperwork (permission slips, Project Sketches, and beginnings of a Project Plan) out of the way during this time. It would also eliminate the necessity of waiting for a Pupil Evaluation Team (PET) meeting to be scheduled at the beginning of a semester by having the L.C. attend the annual or mid-year review during the previous semester. Thus, we would have a better-prepared student, L.C., and resource person, and subsequently, a much speedier choice of and assignment to a permanent exploration site. It is often very important to capitalize on the beginning of the semester enthusiasm (especially of the new school year), and this process would surely help.

THE REFERRAL PROCESS

At B.E.H.S. we have handled referrals in two ways: The first year we encouraged referrals from all of the faculty, and the second year, we sought referrals almost exclusively through the Special Education Coordinator. Since our program was designed specifically for special needs students, we found it much more expedient to deal directly with the Special Education Coordinator. The Special Education Coordinator in a high school which offers C.B.L., should be encouraged to consider <u>every</u> special education student for involvement in the C.B.L. program, if appropriate. This process would necessitate that the Special Education Coordinator be trained in C.B.L. in order to understand it, as well as to be able to adequately explain the program to both students and parents.

Perhaps the easiest way to handle referrals would be to have the Special Education Coordinator and L.C. (or whoever is in charge of enrolling C.B.L. students) go over the list of special education students and choose potential candidates during the semester prior to C.B.L. enrollment. This would allow for completion of Referral Forms, the PET meeting, Parent Enrollment Permission Slips, and interest and skills assessments before the students actually begin their site visits.

One further recommendation for joining efforts in the referral process would be to have the two parties coordinate

parent contact when a student is being considered for C.B.L. enrollment. Generally, the L.C. makes the initial phone call to explain the program, and then the Special Education Coordinator makes the follow-up contact by phone to voice approval and to explain the necessity for a PET, if the student is to enroll in C.B.L.

LEARNING COORDINATION

The adaptations regarding Learning Coordination involve two major areas; first, the increase in the amount of time the L.C. must spend in all task areas; and second, the need for many written forms to be administered orally to the student. A detailed description of each task area follows.

Assessment

After the initial referrals have been made, as described on the previous page, and the students are officially enrolled in C.B.L., the L.C. sets out to determine the students' interests and abilities. In the first few individual meetings, the L.C. discusses with students what their interests are. Surprisingly, most students can pin down one or two major interest areas at this time. If they are having trouble doing so, some simplified interest test is called for. The Work Interest Inventory is a short, simple test covering eight major career clusters. (See Appendix II) By charting their scores, students can see which interests they rate highest in. Most students who have stated interests find these show up as their high scoring interest area on the graph, giving further credence to the belief that students are often able to pin down a genuine interest area without the aid of formal testing.

Another tool used for determining students' interests, as well as giving them information on particular jobs, is the

Guidance Informance System* (G.I.S.) computer. The G.I.S. can be handled by a special education student as easily as by the average student as far as punching the keys are concerned. However, the terms need to be explained or simplified, in order for some special education students to understand them. The results are gone over jointly by the student and L.C. Again, the G.I.S. surveys often confirm the stated interest area of each student.

Going through the list of Resource Guides, and reading the Guides to the students is also an aid in helping students determine which interests they would like to concentrate on. This activity is especially helpful in encouraging the students to pursue interests <u>in addition</u> to those they initially mentioned. Methods for assessing students' <u>abilities</u> have been perusal of the students' records, especially their PET folders, and referrals of all C.B.L. students to the school's Work Samples Center for evaluation. Discussion of the student's past history with special services personnel, former teachers, and parents, are also important parts of the assessment process. Each method is described below.

While students' past records may be an indicator of their abilities, they should in no way be taken as the final word on the students' capabilities. It is important, however,

*The same type of information can be gathered from many of the formal interest inventories, but they are not as much "fun" as the computer, and they may not be as appropriate for special needs students.

to know the contents of the student's records, since some things may require further explanation for the L.C., or special monitoring of the student. The PET folder is also a helpful aid in assessing the student's psychological background. A student who has had a history of testing, school failure, home problems, etc., will need a lot of positive reinforcements and support on the part of the L.C. Knowing PET folder contents is also important to enable the L.C. to give the Resource Person a "general" description of the student's particular handicap.

Another good reason for checking student records is to be sure they are up-to-date, especially for reading ability. Up-to-date scores will prevent the L.C. (and other teachers) from planning assignments (especially in group meetings), which the students can neither read nor write the answers for.

We are fortunate at B.E.H.S. in having a Work Samples Center in which students can be evaluated through hands-on sample work tasks. Students are put through a formal evaluation, the results of which are recorded in a Work Samples Evaluation Report. A copy of this report is given to the L.C. and serves as a good indicator of both interests and abilities. This type of evaluation seems to be a very good one for handicapped students, since it consists mostly of hands-on sample work tasks and makes use of instructional films, filmstrips and cassettes for those students whose

reading skills are not good enough to make use of written manuals. At present, only a few schools in the State possess their own Work Sample Centers; however, information regarding this type of evaluation may be obtained from the Office of Vocational Rehabilitation in your area.

Contact with the Special Education Coordinator is usually made during the initial referral process, since this person directly tutors or monitors all students already identified as handicapped, as well as handling new special education referrals and first-time PET students. The coordinator's expertise in understanding and interpreting various handicapping conditions is invaluable to the L.C. during the assessment process.

Contact with former teachers has been used as a means of determining attitude and ability. This has usually been done when students are referred by particular teachers, or when existing information on the student is sketchy or contradictory.

Parent contact is made by phone shortly after the initial interview with the student in order to explain the program to the parents, and discuss its appropriateness for the student. The parent is also a valuable source of information about the student. They can often give the L.C. insights, which the other assessment processes may not provide. The first contact also provides the basis for on-going, parental consultations either by phone or in person.

Orientation to Program

Orientation to C.B.L. has been handled in both individual and group meetings. Individually, students are given an explanation of the course and its requirements and told how their credits and grades will be determined.

In orienting a new student, as in other cases, the general rule of thumb is to simplify explanations as much as possible. For example, the L.C. may want to use the C.B.L. Course Guidelines (or something similar) as a reference in explaining course content to the student, rather than just handing the Guidelines to them to read on their own. Having the student repeat the major points may be a good way of checking comprehension.

Going over credits earned and credits needed, as well as the subject area the student wishes to get credit in, should be done at this time and reviewed periodically throughout the semester. This whole area is often confusing to the student and repetition would not be difficult since all this is recorded on the Project Plan, which the L.C. refers to on a weekly basis.

Project Sketch and Project Plan

The two major forms used in many E.B.C.E./C.B.L. models also have undergone revision in our program. On the Project Sketch (Appendix III) some minor changes include omission of the section which listed resources visited, and bibliographical materials used. However, a major change has occurred in the way

the writing of the sketch is done. Since many students cannot spell well, the L.C. must decide whether or not to allow the students to write their own questions with help from the L.C., or just use the students' wording, but have the L.C. do the writing. There are pros and cons to both methods. The first method has the advantage of giving the student some extra writing practice, but the disadvantages of putting the student under stress and being a very slow process. The second method seems to have more advantages than disadvantages. The one disadvantage is that the Sketch will not be in the students' handwriting (although still in their own words), but this is also an advantage because when it is time for the student to show the sketch to the resource person, it will be legibly written. (I say show - because the special education students we have dealt with usually have a much greater speaking vocabulary than their written vocabulary, and therefore they may not be able to read it, even though it is in their own wording.) Another obvious advantage to the second method is that it is much speedier. Thus, having tried both methods, we have opted for the second in many cases.

The Project Plan (Appendix VII) has undergone some changes, both in format and in the way the student and L.C. use it, and further revision is being considered. We may eliminate the section which calls for a general description of the student's overall project (III C), as well as deleting the section entitled "Related Reading/Research" (IV B). The reason for eliminating Section IIIC, is the

value of its function. It usually ends up being a vague and general description that is probably more the L.C.'s description than the student's. The usefulness of Section IV B is also questionable, since these students generally will not be doing any sizable amount of outside reading and research, but will be spending most of their time doing "hands-on" activities. This section might be kept for the purpose of recording filmstrips or films, but there are probably other forms this could be recorded on, such as the Weekly Activity Sheet.

The pages listing goals of the Plan have also been revised by omitting the "Initials and Rating" column, as well as the date column next to it. The reasoning behind this is that letter ratings, whether they be A's, B's, etc., or "good", "fair", "poor", etc., were not very useful in evaluating the special education student. They don't reflect both effort and quality of work, and are not specific enough. The "Comments" column afforded a better vehicle to reflect these things and also space for dating each comment.

Phone Calls and Orientation Visits

Phone Calls are handled a little differently than in the parent models. Role playing and making a list of major points to cover before the phone call are helpful, and in the case of particularly shy or anxious students, the L.C. making the first call for the student may be helpful, as well as providing some useful modeling for them. The L.C. may want to be careful, however, not to "over-protect" the students by continuing to

make the phone calls for them.

Concerning Orientation Visits, it may be wise for the L.C. to accompany the students on their first visits and stay for part or all of the time there. Again, this decision depends on the individual student. Since school districts should provide transportation for special education students (if this is to a class or site indicated in the student's I.E.P.), there should be no problem with students having to arrange for their own rides to sites. However, for schools contemplating C.B.L. programs for special education students, it is wise to request the transportation money be set aside a year in advance, since schools must allow for this in their budgets.

Once an appointment is made and transportation is arranged, the student must complete a Teacher Notification Sheet (Appendix IV) if they are going to miss classes for the orientation visit. When the student leaves for the visit, they must take along a Project Sketch and a Resource Person Letter and Evaluation Form (Appendix V). The latter is used not only to encourage proper behavior on the part of the student, but also to determine exactly what activities the student did on the visit. A Student Evaluation Form (Appendix VI) is also filled out by the student soon after the visit, in order to determine what the student learned from the visit and how valuable the visit was to the student. This often has to be done orally and recorded by the L.C., if the student has reading or spelling problems. The contents of the Resource Evaluation Form are gone over with the student when it is returned.

Exploration Sites

The major differences in developing resource sites have already been outlined in the earlier description of adaptations in Resource Site Development; but there are some other variations the L.C. would make from the original C.B.L. model, once the student has chosen a permanent site. One of these is in releasing the Project Plan and Weekly Sheets to the students to have them show these to the resource person. Students are often reluctant to do this, since they feel inadequate in explaining these papers to the resource person, and thus the papers either get "lost" or are brought back the following week without the resource person ever having seen them. Thus it is wise for the L.C. to personally bring these forms to the resource person early in the student's exploration phase and accustom the resource person to expecting to see them each week. Then copies can be sent via that student and can be gone over by student and resource person with appropriate comments recorded by the resource person.

Progress Monitoring

This brings us to a discussion of monitoring. Ideally, weekly visits to the site would be the best means of keeping track of students' progress, but since this is not always possible, due to the L.C.'s tight schedule, phone calls are the second-best method. After the L.C. meets with the student and goes over the past week's site activities and the coming week's plans, a phone call should be made to the

resource person (often with the student present), to get evaluations and/or clarifications of the student's site activities, as well as to discuss the coming week's plans. This immediate feedback is helpful, both to the L.C. and the student, and also serves the purpose of helping the L.C. to be sure that the resource person is aware of, and prepared for, the coming week's plans.

Credit Assignment

The decision about how much credit to award a special education student for a certain number of hours is often difficult. A C.B.L. program's staff may wish to follow school policy to the letter (as far as awarding "x" number of credits for "x" number of hours), or the PET may wish to make decisions about this on an individual basis. Since the PET does have that prerogative, the whole C.B.L. philosophy of individualizing should weigh heavily in the decision about credits. Whatever that decision is, students should be informed early in their enrollment in order to have a clear idea of how many total hours they must put in to receive the desired amount of credits.

Concerning the subject area the credits are to be awarded in, again, the method we have used is to deal with each student's needs individually. Since C.B.L. is closely related to Career Education (a social studies course at B.E.H.S.), we have found no problem in awarding social studies credit.

But again, this may all be discussed at the PET meeting prior to a student's enrollment and such decisions may be made at that time. In order to award math, English, science, or other academic credit, the majority of the student's time at the site must be spent doing activities related to these subject areas. Whatever decisions are made in the area of credit assignment, it is recommended that these policies be discussed with your Curriculum Committee (or similar body), before actually implementing a C.B.L. program at your school.

Planning Future Education

A vital part of the handicapped student's C.B.L. experience is the future educational planning that takes place during the course of the program. By exploring the knowledge and training required for an occupation (or occupations) of interest, the students and L.C. have a clearer view of just what type of training or education is necessary for the students to get where they want. Handicapped students especially need help with this process, as they are not as likely to be aware of what options are available to them, or may lack the confidence to move on their own.

The L.C. should make certain that prior to the end of a student's enrollment, the student has a definite career preparatory education plan, with all pertinent personnel and parents being aware of this plan.

Such a plan usually consists of vocational school, co-op, business training, or any combination leading to desired employment or education after high school.

Educational planning is especially important for some students who may change career aspirations as a result of C.B.L. Often students may have thought they had a good idea of what career direction they were aiming in, only to find it unrealistic after sampling that career. Help in wading through the confusion of such changes in direction, and assistance with education planning is a must for many students.

Group Activities:

Group discussions which are centered around long-term life goals and values (using books such as "Making A Life, Making A Living", by Carl Helms, "Values Clarification", by Sidney Simon, and "Experiences", by George Armstrong) are often difficult to run with special needs students. These are fairly abstract concepts, and the students often have trouble relating a stated value to what they are doing in C.B.L. Midway through the first semester of our second year, we changed our group subject matter from general discussions about C.B.L. course content, job hunting, and values, to more personal subjects such as dating, parent-teen conflicts, drug and alcohol use, family violence, divorce, and step-parents (all of which were brought up as a direct result of one or more students' comments about their own situations). From this point on, the group discussions went better. There are several points, however, which the L.C. should always keep in mind when working with groups of special needs students. One is the great variance in their learning styles, due to the specific and varied handicaps of each student. Thus an activity which could utilize as many methods as possible in order to be sure each student is given a chance to learn in his or her own way (auditory, visual and/or kinetic) is recommended. Furthermore, because of the low reading and writing levels of many students, a minimum of reading and writing activities is

recommended.

Pertinent films, guest speakers, and experiential activities are some of the more highly recommended group activities.

Individual Meetings

Because so many things have to be administered orally, and because of the importance of supporting and re-enforcing the student (especially in the early stages of enrollment), it would seem that at least two individual meetings a week are needed. (Several other programs, both in and out of state, which deal with special education students recommend from three to five meetings a week.) This allows time for the past week's activity sheet to be reviewed, a new one completed, and the Project Plan goals to be checked (in the first meeting), and for the second meeting time to be used to discuss site activities in a casual manner, work on projects at school, as well as talk over problems or concerns about school or the home situation.

COORDINATION WITH SPECIAL EDUCATION DEPARTMENT

The role of the Special Education Coordinator in the referral process has been discussed in detail earlier, however, this initial involvement is by no means the end of contact between the L.C. and the Special Education Coordinator. Any subsequent PET meetings are attended by the L.C. at the invitation of the Special Education Coordinator. Since C.B.L. is an integral part of the student's IEP, it is important for the L.C. to be aware of any changes in a student's educational program.

In addition, the L.C. and Special Education Coordinator are constantly in contact to discuss students' progress, both in C.B.L. and in other classes, and to arrange for extra help, either from the L.C. or some other source. Termination of enrollment for any reason also requires a PET meeting at which both parties are in attendance. Furthermore, the L.C. attends all PET meetings of C.B.L. students who are being considered for vocational school enrollment (usually this is at the end of year annual review), in order to include input and insight into students' abilities and vocational goals. Finally, possible vocational school enrollment and applications made by C.B.L. students are discussed at length by the L.C. and Special Education Coordinator to determine the appropriateness of such a vocational school placement for the student prior to the PET meeting.

One additional recommendation in this area is that the L.C. be a member of the special education department and attend department meetings, or meet on a regular basis with the special education staff. This would help to keep all parties concerned up-to-date on students' progress and plans.

EVALUATION AND DATA COLLECTION

Attendance and Grades

One means we have used to evaluate the impact of the program on the students is to compare their previous year's attendance and grade averages with those of the year they are enrolled in C.B.L. Hopefully, the C.B.L. experience will help not only to improve attendance, but also to keep students from dropping out of school. However, since improvement in attendance cannot be unquestionably attributed to the C.B.L. experience, it is advisable (as we have done) to have students fill out questionnaires regarding this. Thus it can be determined whether or not (at least in the students' eyes), the program has affected their attendance.

Needless to say, in grading special needs students, one should consider using different criteria as one would in grading an average student without a handicap. Initiative and effort put out on a project should weigh heavily in deciding a student's final grade. It may even be more advisable to go to a "pass-fail" system, rather than a letter-grading system, since "pass-fail" grades would then make the importance of evaluation comments on the Project Plan all the greater.

Pre and Post Tests

Again, these tests must be brief and in simple language,

and are usually given orally. The L.C. must be careful to ask questions which are as objective as possible, in order to later compare answers and demonstrate changes. Opinion questions, however, do not have to be eliminated altogether. Since the program is, in part, attempting to improve students' self-concepts, the way the C.B.L. experience has affected how students feel about themselves is very important.

Parent Opinion Survey, Resource Person Evaluations and Teacher Surveys (Appendix VIII, IX, X)

The above listed evaluation tools are used not only to keep tabs on student progress, but also to get an idea of what is going well and what needs to be improved in the C.B.L. program. The results of the resource person's evaluation of the student are discussed with the student in hopes of enhancing self-concept in some areas and pointing out areas for improvement. This has not presented a problem for us thus far, since virtually all of the resource person's evaluations on students were mostly positive, with a few negatives mentioned. An L.C. worried about a student's low self-image might want to think twice, however, before sharing a mostly negative appraisal from the resource person. Rather, the L.C. can subtly begin to help the student work on improving the areas mentioned by the resource person.

Parents and teachers provide two other perspectives on the student which are invaluable to the L.C. in appraising student progress. Parents for the most part, have been very positive about C.B.L., while teachers have tended to be a bit critical. Behavior changes (whether positive or negative) in the academic setting should be carefully examined by the C.B.L. staff to see if they relate to the student's C.B.L. experience. The teacher Pre and Post Survey can provide a valuable springboard for this examination.

CASE STUDIES

CASE STUDY #1: HEARING DEFICIENT STUDENT

Previous History:

Joan was an eighteen year old sophomore who had an almost total hearing loss due to a childhood illness. She had been in speech and hearing therapy for most of her schooling, as well as having spent two years at Baxter School for the Deaf, learning sign language and lip reading. Her grades in junior high and high school had been steady - usually B's and C's.

C.B.L. Enrollment History:

When Joan was referred to C.B.L. as a handicapped student with a hearing loss, I was as naive about what this meant as many lay people are. Joan wore hearing aids in both ears, and this, I assumed, corrected her hearing problem. Joan was a bubbly girl and very enthusiastic as a C.B.L. student. Her main interest was animals, and she was able to list about ten different species which she was interested in learning about through her C.B.L. experience. From the beginning, I noted a "little girl" quality about Joan, marked by her innocence, and seeming inability to see the complexity of a program like C.B.L. She wanted to learn how to train dogs and could see no reason why she could not start the next day! She didn't want to "hear about" transportation set-ups, teacher notification, phone calls to sites, site development, etc., all of which, of course, delayed her goal of learning how to train dogs.

Early in our relationship, Joan mentioned that one of her hearing aids was broken and needed repair. Since both of her parents were out of work, this meant that Joan had to go to the nearest speech and hearing center. She told me she hadn't had her annual hearing test, so I contacted the school nurse about this. This contact was the beginning of a very interesting and educational experience for me.

The school nurse looked up Joan's records, and told me she was due for a check-up at York County Speech and Hearing Center. I, therefore, contacted the Center and (with the consent of Joan's mother), made an appointment for her. Since her mother had no means of transportation, I took both her and Joan to the Center. A lot of learning, both on my part and on the part of Joan's other teachers would not have taken place if it had not been for the fact that I was available to take Joan that day.

I, along with Joan's mother, was invited to listen-in on the hearing test. I found out the cause of Joan's hearing loss at this time, as well as the fact that she could not hear certain sounds, even with her hearing aids. First lesson - certain hearing losses cannot be totally corrected, even with hearing aids. I then sat in on the meeting between Joan, her mother and the audiologist. Joan's problem with her broken hearing aid was discussed and the audiologist pointed out to me that Joan would be without one of her aids for at least two weeks, and that teachers should be notified of this. She

then discussed Joan's progress in school, and asked if she was sitting in the front of the room as she should be. Joan argued that her friends didn't always sit in the front, so she didn't. It was at this point that the audiologist put on a very enlightening tape recording in which a hearing specialist recorded into a hearing aid, which was different distances from the microphone, and then added background noises which one might hear in a classroom setting. I was amazed to learn that the only clear recording was made at twelve inches away from the microphone with no background noises. While the same message recorded at this same distance with rustling of paper and keys as background noises, was almost inaudible. Now I understood much better the extent of the handicap Joan was dealing with. The audiologist added that hearing impaired students often are reluctant to let teachers know they can't hear all the sounds, and thus use compensatory means such as lip-reading and guesswork to "fill in the blanks". However, even these means fail in a noisy classroom when the teacher faces away from the student.

Thus I felt it was my responsibility as L.C. to set up a meeting of Joan's teachers, in-school speech therapist and site supervisor, (Yes, she was at a kennel at this point!) so that they too, might understand the extent of Joan's handicap. The audiologist agreed to come to the meeting and bring the tape with her, and the meeting went very well. Teachers felt better-informed, and in several cases were more insistent, in spite of Joan's objections, that she sit in the front

of the room. Joan, too, now knew that teachers better understood her handicap, and thus did not object quite as much to "special treatment". It is, however, important to note at this point, that of the two hearing-impaired students I dealt with, both were especially reluctant to be treated differently than other students (although this generally, but to a lesser extent, seemed to be true of all of the special needs students I dealt with).

Although this whole episode was the highpoint for me of Joan's enrollment in C.B.L., she continued on to finish up her Project Plan at the kennels, and to pursue her interest in horses at a local stable during the second semester. Both experiences were positive ones for Joan, and both site supervisors felt she had put out an outstanding effort at her sites. However, her immaturity and tendency to fantasize were noted by both to be factors in need of change. A meeting of the state evaluation team and Joan's first site supervisor proved enlightening in that she expressed a need for knowing more about Joan in the beginning, than she had known. This relates to the earlier recommendation for more careful preparation of the Resource Person.

Joan re-enrolled as a junior, but was only in C.B.L. for two or three weeks when her family moved out of the District.

Future Plans

Correspondance from Joan informed me that she had gotton a couple of jobs as a horse trainer for private owners, and that she was happy at her current high school.

CASE STUDY #2: NON-READER

Previous History:

Eric had had a past history of speech therapy for several years previous to high school, as well as having been a Reading Lab and Resource Room student throughout most of the elementary grades. He was referred to C.B.L. at the end of his freshman year by the Resource Room Specialist at the high school. His grades had been C's and D's. His attendance had been excellent.

C.B.L. History:

From the beginning, Eric was a very pleasant student to work with. Like many of the other C.B.L. students, Eric came to the high school with a history of severe reading problems, but unlike many, had managed to maintain a good attitude towards himself and school. From the first time we sat down to write up a Project Sketch together, it was clear that Eric had (at the least) a very severe spelling problem. He admitted that he often got confused between the spelling of such simple words as "it" and "is". This led me to believe that Eric had some sort of auditory problem and a perusal of his PET folder showed that he had been in speech therapy in the junior high. I was surprised at this, because I had not noticed any speech problem. Eric also had been in the Resource Room and Reading Lab in the junior high, but was put only in the Reading Lab in high school. The fact that

Eric had done as well as he had in his first year of high school was a tribute to his positive attitude. He was also fortunate in having a friend who took many of the same classes as he, and helped him with reading and writing assignments. I also learned that his sister had helped him at home. At any rate, when I became aware of the severity of Eric's reading problem, I spoke to the Reading Lab teacher. He told me that Eric had been scheduled to attend the Reading Lab during the same period he was scheduled to go to his exploration site three days a week, so I arranged for him to spend the other two days, two periods a day, in Reading Lab. Eric was very reluctant to give up those two days, since he had been making a lot of extra site visits on those days. I hated to quell his enthusiasm, so I agreed to compromise, and allowed him to schedule extra visits to other businesses on one of the two extra days. On the one day Eric went to Reading Lab, he worked on C.B.L. individual study assignments for one period and remedial reading work during the other. In trying to adapt the written work to Eric's needs, I gave him a list of spelling words related to his site, which was an auto body shop. He was quite successful in learning how to read all but two out of twenty; but he had much more trouble when asked to spell them. He did make progress, however, and was able to spell over half of them after a few weeks effort. Another Reading Lab activity was to have Eric copy his Weekly Activity Sheet and read it back to his teacher. This was not only helping him with his reading, but also helped to re-emphasize his weekly goals.

I haven't said much as yet about Eric's site experience. His was a very successful experience from all points of view - his - his site supervisor's - and mine. Eric's interest in auto body work did not dull as the year went on, and he was able to learn a great deal of beginning skills and some intermediate skills in this area. His project was a metal letter holder which he made for my office. In doing this project, he was able to practice many of the skills necessary in repairing a car from beginning to end. One of the main reasons he chose this project was that it allowed Eric to try some welding, as well as applying bondo, primer and paints. These are all things which his supervisor was very reluctant, and understandably so, to let a beginner try on a customer's car. Eric did a fine job on this with a minimum of help from his supervisor.

By the end of the year, Eric was coming in to see me during free periods for help with assignments in other classes, especially the driver's education course he had signed up for. I contacted his driver education teacher, and informed him of Eric's reading problem. He agreed to allow me to give Eric an oral test for his permit. He passed!

Eric's English teacher had also gotten in touch with me to discuss Eric's reading problem, and some possible alternative assignments, other than the term paper other students were doing. He arranged for Eric to interview three people about

their jobs and write down their answers. Eric chose the Project Director, his Site Supervisor, and his L.C. for his interviews. I feel that a big reason for his choices was that he knew we were all aware of his reading problem, and would therefore be willing to help him spell the words without his being embarassed about it.

Midway through the second semester, Eric decided to visit vocational school and subsequently decided to apply. I was asked to write a recommendation for Eric, which I did without hesitation. With his initiative and enthusiasm, I felt that Eric would make an excellent candidate. Eric's first choice was auto body, but after discussions among the L.C., the Special Services Coordinator, and a Guidance Counselor in private, and then at his annual P.E.T., it was decided that general trades would be more appropriate for him because of his reading problem and the extra help he would get there.

Future Plans:

Eric was accepted in the General Trades Program at P.R.V.T.C., and will get special help (possibly there) and also at the high school. Eric also plans to work part-time for his Site Supervisor during the summer.

APPENDIX I

RESOURCE GUIDE WORKSHEET

Organization _____

Address _____

Contact Person _____ Title _____

Resource Person _____

Best Hours to Call _____ Telephone _____

Site Function/purpose:

Hours Available to Students _____ Levels Available to Student:

_____ Orientation

_____ Exploration

Resource Person's Background:

Handicapped Resource Persons at Site:

What Could the Student See or Do:

1. On an orientation visit:

2. For exploration (suggested project activities):

Basic skills with which R.P. will assist student:

Special requirements or conditions:

Recommended reading:

Recommended other R.P.'s:

Checklist:

( ) Academic & Career Integration

( ) Levels of Involvement

( ) Staff Roles

( ) Types of Students

( ) Site Dependence on Student Interest

( ) Physical Requirements

( ) Assessability of Site

( ) Special Sensory Requirements

( ) R.P. Consultant/ Evaluation Function

( ) L.C. Contact Support

( ) Learning Activities vs. Work Activities

( ) Student Initiative and Planning

( ) Next Step: Resource Guide

RESOURCE GUIDE #31

Organization: Limington-Harmon Airport

As you drive up here, you will see a sign with the airport name and a list of the services available here. The sign lists: Flight instruction, Scenic rides, Airplane (and space) rental, and Parts and Service.

Stan Smith is the owner and his wife, Shirley, is the Manager of the airport. Mr. Smith, who is also a building contractor, built the airport himself four years ago.

Bruce Jones is the airplane mechanic who leases a large building from Mr. Smith. Mr. Jones repairs and services most of the planes which use the airport, as well as doing some flight instruction. He got his training as a mechanic at the mechanic's school at the Limerick Airport.

Most of the planes at the airport are small, privately-owned planes. The largest is a Cessna, which Mr. Smith owns and gives lessons in.

Address: Limington, Maine 04049

Directions: Take Route #25 into Limington to Route #11 (Locust Farm Dairy). Take a right on Route #11 and the airport is about one mile down the road.

Phone: 637-3131

Best Hours to Call: Any daylight hours.

Hours Available to Students: 7:30 a.m. 'til dusk.

Special Requirements or Conditions:

Need to have good math skills, understand weather patterns and weights and balances. General interest in flying. Will take several students at a time.

ORIENTATION

Visit: On your first visit, you may meet the Smiths, Bruce Jones and any other pilots or students who happen to be out there. You may observe and ask questions, as well as look over and get inside the planes.

Suggested Learning Activities:

1. Prepare for your visit by listing the questions you want to ask.
2. Call Mr. Smith to schedule a visit.
3. Discuss your interests and possible projects with Mr. Smith.
4. Discuss your visit afterwards with your L.C.
5. Decide whether or not to do a project at this site.

EXPLORATION

During a long-term assignment at this site you can learn about flying by observing, discussing and actually doing

some of the things a pilot would do.

Suggested Learning Activities:

1. Talk to the following about their backgrounds, training, and duties:
   a. Mr. Smith
   b. Mrs. Smith
   c. Bruce Jones
   d. Any other pilots or student there
2. Most of the students and instructors have other jobs as well; ask them about their regular jobs and how they fit their flying into these.
3. Find out how a plane is built.
4. Discuss weather patterns and their effects on flying; for example - winds, rain, snow, sleet, etc.
5. Find out how radar works.
6. What are the differences in small planes?
7. What is the difference between a jet engine and a propeller engine?
8. Learn about aerodynamics; (how a plane flies).
9. Learn about the various instruments in a plane and their functions.
10. What safety procedures must a pilot go through before taking off and landing?
11. What does Bruce Jones do when he repairs or services a plane engine?
12. Work closely with one pilot to learn these things.

13. Add to this list yourself.

Recommended Readings:

Pamphlets Available at the Site

Parts Manuals

Instruction Manuals

Other Related Resources:

Limerick Airport
Maine Aviation Corp.

APPENDIX II

WORK INTEREST INVENTORY

Name: _____ Date: _____

Here is a form of Interest Inventory. It has divided interests into job categories. You can determine which categories contain most of your interests by completing this exercise. For each of the work activities below, write an "0" if you would not like to do the activity, or don't know. Write a "1", if you would like to do it, and a "2" if you would really like to do it. You will obtain a score for each of the eight areas by adding your numbers from each area, so all you need to write is the area heading.

I. Building Services

____ a. design the plans for a new building
____ b. paint the walls, ceiling and trim of a house
____ c. lay the tile and carpet
____ d. install all electrical wire in a building
____ e. install and service the heating
____ f. help the mason mix cement and lay bricks
____ g. build cabinets for a kitchen
____ h. lay the shingles on a roof
____ i. install the glass and screens in a home
____ j. assemble sink, pipes and toilets

II. Mechanical and Industrial

____ a. repair the engine of an airplane
____ b. put new rings and bearings on an engine
____ c. design and build a new, special wrench
____ d. repair toasters, vacuum cleaners and blenders
____ e. troubleshoot and repair broken radios or TVs
____ f. fix the diesel engine of a truck or tractor
____ g. work with metal on a drill press or lathe
____ h. plan, cut, sew and install auto seatcovers
____ i. put on a new car door on the assembly line
____ j. design a new type of engine that saves fuel

III. Personal Services

____ a. pilot an airplane that carries passengers
____ b. sell tickets or serve food to passengers
____ c. cut and style hair for men and women
____ d. fix cavities or make false teeth for patients
____ e. help people solve personal or job problems
____ f. help people solve legal problems
____ g. assist a doctor, dentist, psychologist, in his/her work
____ h. help people with speech, vision or emotional problems
____ h. help people within a family with social,religious problems
____ i. give help to people to read, write, or solve math problems

IV. Clerical and Sales

____ a. to sell a car, rug, TV or books to an interested customer
____ b. do all the figuring and math for a hotel, bank or business
____ c. type or file for a business
____ d. order, sort, file and check-out books, papers or files
____ e. run a computer or design a program

_____ f. buy, stack or sell groceries in a store
_____ g. sell health, auto and life insurance
_____ h. help people plan and get tickets for plane or boat trips
_____ i. greet people or answer the phone for a company
_____ j. run a large office of secretaries, stock clerks and file clerks

V Medical, Hospitality, Food

_____ a. work in the operating room of a hospital
_____ b. assist in taking blood pressure, temperature and information
_____ c. assign rooms and see to the comfort of overnight guests
_____ d. run an efficient and pleasant hospital or hotel
_____ e. cook for, serve or clean-up after a well-fed happy guest
_____ f. comfort and care for the needs of a person who is sick
_____ g. discover the cause of a person's illness
_____ h. help a person learn to walk, breathe or talk after an illness
_____ i. operate the machines that bring health back to sick people
_____ j. assist in keeping order and cleanliness in a hospital or hotel

VI Outdoors (Plants and Animals)

_____ a. plant and care for fruits or vegetables
_____ b. breed, feed and care for dairy and beef cattle
_____ c. watch over and help nature in developing a new forest
_____ d. protect fish, wild animals and national parks
_____ e. plan and carry-out programs to make sure we have clean air
_____ f. train animals for entertainment or for obedience
_____ g. grow flowers and plants that are bought for enjoyment
_____ h. examine and test the soil for disease or fertilizing
_____ i. care for sick birds or animals in a zoo
_____ j. be in charge of a park with trees, flowers, grass and water

VII Creative Arts

_____ a. write poems, stories or articles for people to read
_____ b. be in a play, movie, dance or play an instrument
_____ c. set the type, prepare the art work and print a book
_____ d. make leather, silver or clay jewelry and articles
_____ e. plan, take, develop, print and display photos
_____ f. teach others to dance, sing, act, or play music
_____ g. be in charge of a play, TV program or movie
_____ h. design the background, clothes, or costumes for a movie
_____ i. plan, buy and set-up the total inside of a house
_____ j. design and paint signs for customers

VIII Scientific

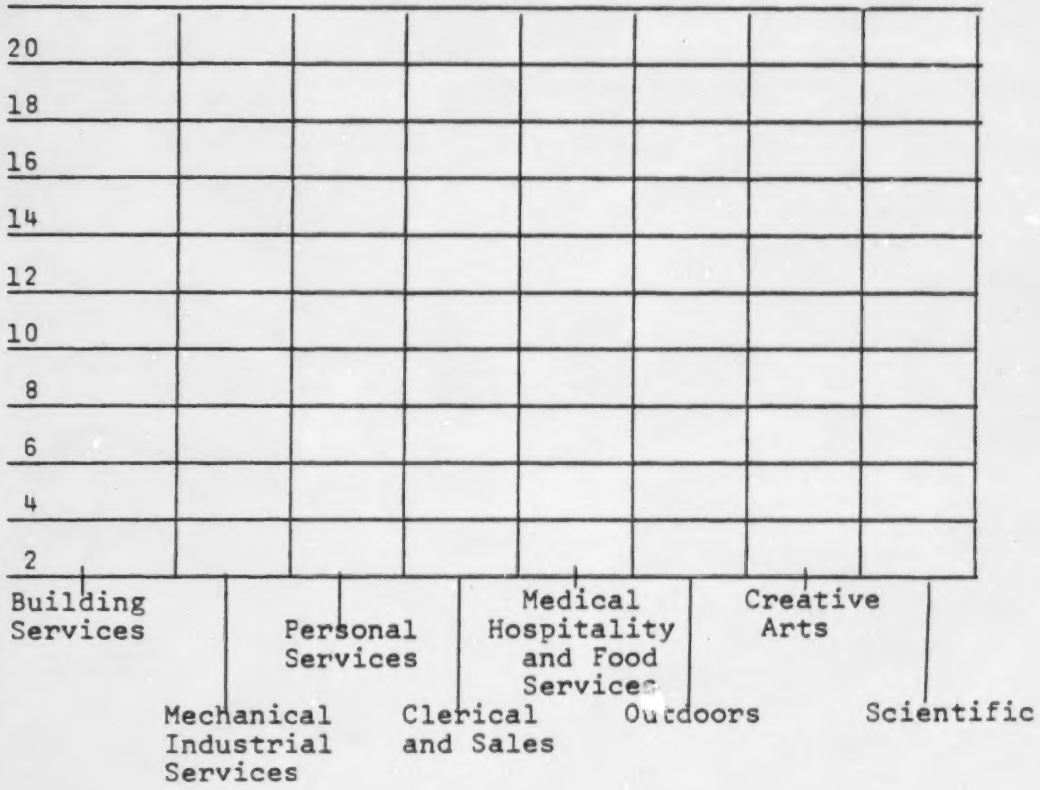
_____ a. work with formulas, test tubes, microscopes and chemicals
_____ b. discover a new star, using an optical or radio telescope
_____ c. locate a new deposit of aluminum inside a mountain
_____ d. find a mountain range under the sea
_____ e. watch and plan for the movement of the weather in the U.S.
_____ f. discover a new kind of light ray

____g. learn how cavemen lived and how that helps us

____h. plan for the needs of people living in a space shuttle

____i. design a new air route from Africa to the South Pole

Add up your points within each job area. Now put a dot on the line above each job area across from the number that is your score in that area. When you have finished, draw a line of high interests and lower interests.



APPENDIX III

PROJECT SKETCH

Use this form to plan your resource orientation visits. Obtain your Learning Coordinator's approval before visiting the resource.

Student _____ L.C. Mrs. Graffam Date 11/4/80

I. AREA OF INTEREST (List the specific career, subject, or issue area you want to explore as a possible project.)

Secretarial (Police)

II. What questions will you ask to learn more about this area of interest?

1. When do I start working? Hours, days of the Week?
2. When do I start? What kind of paperwork would I be doing?
3. Do I work alone, or with somebody else?
4. How do you want the file - alphabetical order, or first or last name?
5. Anything certain you want me to say while answering phone?
6. Do you want me to clean your desk while you're gone?
7. Do you want my address and phone number in case you want me?
8. Do you want me to print or do cursive writing?
9. What machines would I learn how to use?
10. Would I be working just for you or for someone else also?

III. I have read the Resource Guide and reviewed with my L.C. X

Note site pre-requisites: Interest in police work and only one student at a time for visits and explorations.

APPROVED BY L.C. _____ DATE _____

L.C. Follow-up Review and attach summary of student's site visit.

APPENDIX IV

TEACHER NOTIFICATION SHEET FOR ORIENTATION VISITS

Bonny Eagle High School

Community Based Learning

Arrangements have been made for _____
(student's name)

to spend a day with _____
(person to be shadowed)

at _____
(name and location of business)

on _____.
(date)

This will provide an opportunity for your student to become better acquainted with the work involved if one is employed as a/an

_____
(Occupational Title)

This form must be returned to your Learning Coordinator prior to the shadowing experience.

Please show this form to your teachers and have them sign to indicate that they have had advance notice of your plans.

Homeroom _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Deborah Paxson
Learning Coordinator

APPENDIX V

Dear Resource Person:

Attached is an evaluation form which I am requesting that you fill out and sign. The purpose of this is to allow us to keep track of what individual students are doing when they visit your business, and also to get your impression of the student as a potential returnee.

We have included a stamped self-addressed envelope for your convenience. Your prompt reply is greatly appreciated.

Thank you.

Deborah Paxson
Learning Coordinator
V.I.P. Program

RESOURCE PERSON EVALUATION

1. Name of student:

   _____

2. Date of visit:

   _____

3. What was your impression of this student?

   _____

   _____

4. What did the student observe you or someone else doing?

   _____

   _____

5. What did the student talk to you or others about?

   _____

   _____

6. What sample task(s) did the student do?

   _____

   _____

7. Would you want this student back?
   ___Yes ___No ___Maybe

Name of site visited: _____

Signed: _____

APPENDIX VI

(Given orally by Learning Coordinator)

Student Evaluation Form for Orientation Visits

Student: _____ Site: _____

Date of Visit: _____

I. Enter here answers to your Project Sketch questions.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

II. What did you observe on your visit?

_____

_____

III. What did you discuss on your visit?

_____

_____

IV. What did you do on your visit?

_____

_____

V. Did you like the Resource Person? Why or why not?

_____

_____

VI. Would you want to go back to this site? ___ Yes ___ No ___ Maybe

Why or why not? _____

_____

APPENDIX VII

PROJECT PLAN

Student _____ Planned Graduation Date _____

LC _____ Date _____

I. GRADUATION REQUIREMENTS

Confirmed with counselor _____ Initials

		Credits Earned	Credits Needed	This Term	Next Term	School Year	Other
REQUIRED COURSES	Mathematics (2)						
	English (4)						
	Science (1)						
	Social Studies (3)						
	Physical Education (1)						
	Health (½)						
ELECTIVES							
	Total						

WHEN DO YOU PLAN TO COMPLETE EACH?

II. WHAT ARE YOUR CURRENT POST HIGH SCHOOL CAREER AND/OR EDUCATIONAL PLANS?
(indicate the alternatives you are considering)

Career Plans _____

_____

Educational Plans _____

_____

III. PROJECT DESCRIPTION

A. Title _____

B. Planned Credits Credits

Subject Area(s) 1. _____ _____

2. _____ _____

C. Description _____

_____

_____

_____

_____

_____

_____

_____

S T U D E N T P R O J E C T P L A N

IV. Resources

A. Completed and/or Planned VISITS

Resource	Address	Phone	O	E	I	Hrs.	Date

B. RELATED READING/RESEARCH (Give Titles and Authors):

_____

_____

_____

_____

_____

_____

_____

V. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES:

A. Site Visits ____ Hrs. Product Production ____ Hrs.

B. Reading ____ Hrs. Other (Specify) ____ Hrs.

TOTAL HOURS: ____ Hrs.

_____

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT _____

PLANNED PROJECT COMPLETION DATE _____

STUDENT PROJECT PLAN

GOALS/INDICATORS	DUE DATE	EVALUATOR	COMMENTS

INSTRUCTIONS FOR COMPLETING
THE LAST PAGE(S) OF YOUR PROJECT PLAN

TO THE STUDENT:

1. Your project GOALS should say what you want to learn about or learn how to do. Use verbs such as know, understand, solve, perform and communicate. For example, you might want to learn how to play the guitar, develop photographs, understand the political party system in the United States, or know what effects pollution has had on plants and animals that live in your area.

2. Your INDICATORS should tell how you and your L.C. will know when you have satisfactorily accomplished your goals. Indicators are examples of some of the things you should be able to do when you complete your project. They must include at least one product. You should use words like describe, compare, organize, analyze and construct when writing your indicators. See the sample project planning packages for examples.

3. Give DUE DATES for each indicator to tell when you will complete the product or demonstrate you can perform the task described.

4. State who will EVALUATE each performance or product.

5. NUMBER each goal statement and use LETTERS to identify your indicators.

Your L.C. can help you write your goals and indicators, making sure they meet the appropriate package goals. Show your Project Plan, even early drafts of it, to your resources and to whomever you want to evaluate your products and performance. Your resources need to know what you want to learn and will tell you whether they can help you learn it. They may suggest some changes in your goals and indicators. Your evaluators need to know, in advance, what they will be asked to evaluate.

When you have completed a product or are ready to have a performance judged, ask your evaluators to write their ratings and comments (be sure they initial each) on this form. When all of your evaluators have recorded their ratings and comments, submit your Project Plan, together with a completed Project Summary Report and all of your products, to your L.C. for his/her evaluation and for credit assignment.

TO RESOURCES AND EVALUATORS:
This form tells you what the student has set as his/her goals and indicators for this project. The student may have desig-

nated you as the appropriate person to determine whether he/she has satisfactorily completed some of the indicators.

If you have agreed to evaluate the student's progress and performance in these areas, please use this form to record your rating(s) and comments. Rate the student's performance on each indicator by entering the appropriate number:

1= Product or task SATISFACTORILY COMPLETED

2= Product or task PARTIALLY COMPLETED, or needs improvement (please explain)

3= Product or task NOT COMPLETED

4= Cannot evaluate

Please initial each rating, sign your comments, and return this form to the student.

APPENDIX VIII

PARENT OPINION SURVEY

1. Your child has now been through the C.B.L. program. Do you think your child likes school?

Much Worse		About the Same		Much Better
1	2	3	4	5

2. If you had it to do over again, would you want your daughter or son to participate in the C.B.L. program?

Definitely NO				Definitely YES
1	2	3	4	5

3. How motivated is your daughter or son to learn in the C.B.L. program?

Much Less		About the Same		Much More
1	2	3	4	5

4. How often does your daughter or son talk to you about what's going on in the C.B.L. program?

Almost Never		About the Same		Almost Daily
1	2	3	4	5

5. How would you rate the enthusiasm of the C.B.L. program staff?

Poor		Average		Excellent
1	2	3	4	5

6. Would you like your son or daughter to be able to explore jobs for another year before they are trained?

YES _____ NO _____

7. What do you think of the occupational plans of your daughter or son?

a. ____ There aren't any firm plans yet.

b. ____ The plans should be changed.

c. ____ The plans seem to be good.

d. ____ We haven't really had a chance to discuss the plans.

COMMENTS:

8. What do you think your daughter or son will be doing a year after high school?

a. ____ Working

b. ____ Military

c. ____ College

d. ____ Going to a business or trade school

e. ____ Other (Please specify) _____

_____

COMMENTS:

APPENDIX IX

RESOURCE PERSON QUESTIONNAIRE

YOUR NAME _____ TITLE _____

NAME OF COMPANY/ORGANIZATION _____ NO. EMPLOYED____

Please respond to the statements below by circling one of the four responses after each statement. Circle "1" if your answer is OFTEN. Circle "2" if your answer is OCCASIONALLY. Circle "3" if your answer is SELDOM. Circle "4" if your answer is NEVER.

		OFTEN	OCCASIONALLY	SELDOM	NEVER
1.	Did the L.C. provide you with the necessary information to help you direct students' activities at your site?	1	2	3	4
2.	Did the L.C. show you the student activity sheets (s)?	1	2	3	4
3.	Did the L.C. show you the type of products expected from student?	1	2	3	4
4.	Did the L.C. explain the reason for the particular placement?	1	2	3	4
5.	Did the L.C. provide you with the sufficient feedback on student's progress?	1	2	3	4
6.	As a resource person, did you talk about job opportunities with the student?	1	2	3	4
7.	As a resource person, did you talk about student's personal problems?	1	2	3	4
8.	As a resource person, did you talk about activities at your site?	1	2	3	4

	OFTEN	OCCASIONALLY	SELDOM	NEVER
9. As a resource person, did you tutor in an academic assignment?	1	2	3	4
10. As a resource person, did you evaluate individual student's assignments?	1	2	3	4
11. As a resource person, did you supervise students to perform a specific job-related task at your site?	1	2	3	4
12. As a resource person, did you help plan student assignments?	1	2	3	4
13. At your place of business, did students observe or perform other job-related tasks besides those the student was assigned to do?	1	2	3	4
14. At your place of business, did students talk with other site personnel?	1	2	3	4
15. At your place of business, did students work at a specific task?	1	2	3	4

16. Do you think the C.B.L. students have been interested in your business as an exploration site? ___ YES ___ NO

COMMENTS: _____

_____

17. In general, do you think the C.B.L. students placed at your business have benefited from the experience? ___ YES ___ NO

COMMENTS: _____

_____

OFTEN OCCASIONALLY SELDOM NEVER

18. Do you receive adequate feedback on the students you facilitate in this project? ___YES ___NO

COMMENTS: _____

_____

19. Are other employees receptive to this project? ___YES ___NO

COMMENTS: _____

_____

20. Are you willing to be an exploration site next year for other students needing this experience? ___YES ___NO

COMMENTS: _____

_____

APPENDIX X

C.B.L. TEACHER AND PRE AND POST SURVEY

Dear Teacher:

Please help us by completing this questionnaire and returning it to the C.B.L. Office. The purpose of this first survey is to pinpoint behavior or attitudes which are in need of change for the student's successful experience in your classroom. We will follow this up with a conference with you, if you desire.

We will ask you to again complete this questionnaire both at mid-semester and at the end of the semester, in order to ascertain if there have been any changes.

Your helping us by filling this out will be greatly appreciated, and we hope it will result in our joint efforts toward helping the student named.

TEACHER: _____ DATE: _____

STUDENT: _____

1. Are you familiar with the Community Based Learning Program in this school?

_____ Yes _____ NO _____ Unsure

2. The student converses with me . . .

_____ Frequently _____ Occasionally _____ Never

3. The student converses with peers before and after class . .

_____ Frequently _____ Occasionally _____ Never

4. The student is attentive to the class activity .

_____ Frequently _____ Occasionally _____ Never

5. The student talks out or acts out in class . . .

_____ Frequently _____ Occasionally _____ Never

6. The student asks questions during class . . .

_____ Frequently _____ Occasionally _____ Never

7. The student participates in class discussion . . .

_____ Frequently _____ Occasionally _____ Never

8. The student is withdrawn during class . .

_____ Frequently _____ Occasionally _____ Never

9. The student passes in assignments on time . .

_____ Frequently _____ Occasionally _____ Never

10. The student asks for and completes make ups . .

_____ Frequently _____ Occasionally _____ Never

11. The student discusses C.B.L. activities . .

_____ Frequently _____ Occasionally _____ Never

12. The student is late . .

_____ Frequently _____ Occasionally _____ Never

13. The student is absent . .

_____ Frequently _____ Occasionally _____ Never

14. The student's career awareness is . .

_____ Frequently _____ Occasionally _____ Never

15. The student's grades are . .

_____ Good _____ Fair _____ Poor _____ Not Observed

16. The student's efforts are . .

_____ Good _____ Fair _____ Poor _____ Not Observed

17. What one area would you most like to see the student improve in?

_____

_____

18. Do you have any general comments about the C.B.L. program?

_____

_____

_____

_____